



*Supporting a
Balanced Approach
to Assessment
IFAP Leadership I
September 2015*

OFFICE OF THE SUPERINTENDENT OF PUBLIC
INSTRUCTION

**NANCY THOMAS PRICE.
COMPREHENSIVE ASSESSMENT
SYSTEM COORDINATOR**

OVERVIEW

A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system — which includes the formative assessment process as well as interim and summative assessments — provides tools to improve teaching and learning.

The formative assessment process is an essential component of a balanced assessment system.



Digital Library

Available Now

Resources to help teachers improve classroom-based assessment practices



Interim Assessments

Available Beginning Winter 2014-15

Optional online assessments to check student progress and help teachers plan and improve instruction



Summative Assessments

Available Spring 2015

Year-end assessments in math and English for grades 3-8 and 11 that use both computer adaptive testing and performance tasks

FOR ALL STUDENTS TO ACHIEVE



Table 1. *Three Assessment Types*

	Formative	Interim	Summative
Typical Use	feedback to adjust ongoing teaching and learning	monitoring student progress	student placement; school and district accountability
Frequency of Administration	continual; multiple times a day	generally two to six times per school year	usually once a school year
Scope of Administration	student and classroom	usually school or district	usually state

Note. Sourced from *Interim assessment practices and avenues for state involvement* by the TILSA SCASS Interim Assessment Subcommittee, 2008, p. 4.

Although data from all three kinds of assessment can be used to improve teaching and learning, Marshall (2006) argues that interim assessment presents the most powerful entry point for principals to work to improve instruction and boost student achievement.





Screening assessments
Progress monitoring measures
Unit tests
End of course assessments
LEP Testing
Special Education Testing
College Entrance Exams
Idaho Reading Indicator





Premise #1

Teachers must ask for the same evidence in the classroom as is called for by the standards and therefore the assessment

TEACHERS AND STUDENTS TO ACHIEVE



Premise #2

**A comprehensive assessment plan
communicates clearly how
assessment supports teaching and
learning in your district**

GOALS AND STUDENTS TO ACHIEVE

**Use student data to
plan forward !**

**Make changes to
instruction & impact
learning while there is
still time to change the
outcome**

***Digital Library
Interim Assessments***

**Use summative data to
look back**

***ISAT (Summative
Assessment)***

**Articulate how data is
used to support
teaching and learning**





A Comprehensive Assessment Plan

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

www.edmodo.com



Home Groups

Idaho Assessment Users Group 2015-2016

Create a Small Group

Idaho Assessment Users Group 2015-2016

Ms. Thomas Price · All

Group Code: **bz9k7s**

Posts Folders Members 62 Group Settings



Examples of district
comprehensive assessment
plans

Manage Groups

Create a Group

Join a Group





A District Assessment Plan should assist schools and teachers with answering the following questions:

- o What will students know and be able to do?
- o How will we know if they learned it?
- o What will we do when they haven't learned it?
- o What will we do when they already know it?

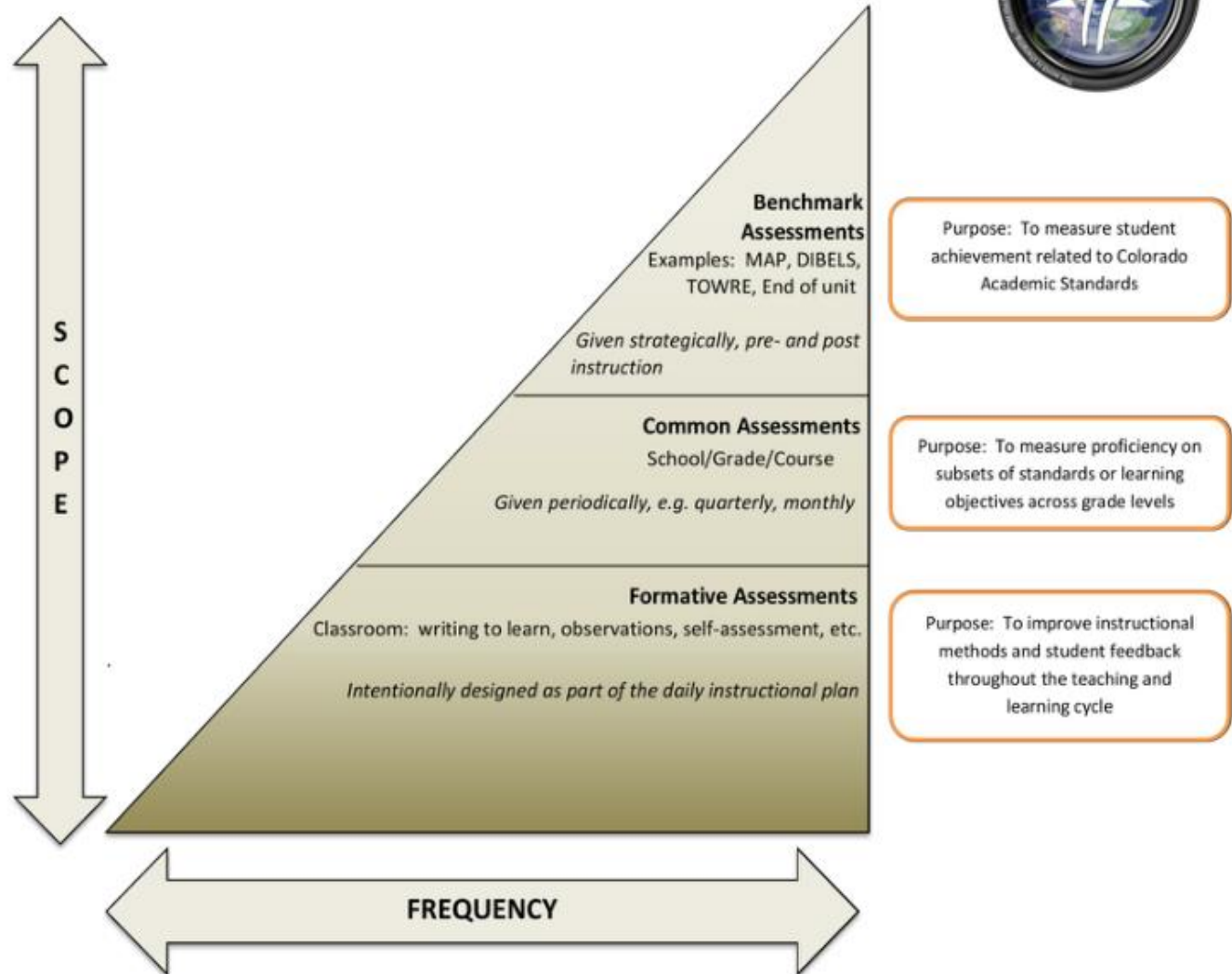
How the district will set and monitor progress toward goals for students, teachers, building level, content areas

Action Plans: Who will do what, when, where



Colorado Springs District 11

DISTRICT 11 ASSESSMENT PLAN



SUPERINTENDENT OF PUBLIC



Sections in the Assessment Plan:

- Introduction: Mission, Vision, Rationale
- State- Mandated Assessments: descriptions, grade levels tested, purpose
- Definitions
- Table: Tests Given in the District
 - Definition
 - Who creates
 - Required grades
 - Frequency of Assessment
- Use of assessment results
 - How students are identified as “at-risk”
 - How students are identified for special education services
 - Pyramid of Intervention
 - Instructional and curriculum change
- Test Security Procedures
- Professional Development
 - Assessment Literacy Basics (expectations)



Kathy Luras, Curriculum Coordinator Pocatello School District





COMPREHENSIVE ASSESSMENT STRATEGIC PLAN

Pocatello/Chubbuck School District #25

Background Information

□ 2007-2008

■ Grade 6-12 district-developed End of Course Assessments aligned to the Idaho Content Standards:

- ELA
- Math
- Social Studies
- Science
- Health

■ Total Instructional Alignment



Background Information

□ 2009-2010

- ▣ Grades K-5 district-developed *Learning Target Assessments* aligned to the Idaho Content Standards:

- ELA
- Math
- Datawise by
Measured Progress



Idaho Core Standards

- 2011-12
 - Began process of studying the Idaho Core Standards/SBAC
- 2012-13
 - Began process of developing units aligned to the ICS
 - Recognized current assessment system was not aligned to rigor of ICS/new assessment
 - Participated in the Idaho Formative Assessment Program Project
- 2013-14
 - Piloted ICS aligned UbD units of instruction which included performance tasks aligned to the ICS/ISAT 2.0
 - Took recommendation to Board to waive ECAs and LTAs

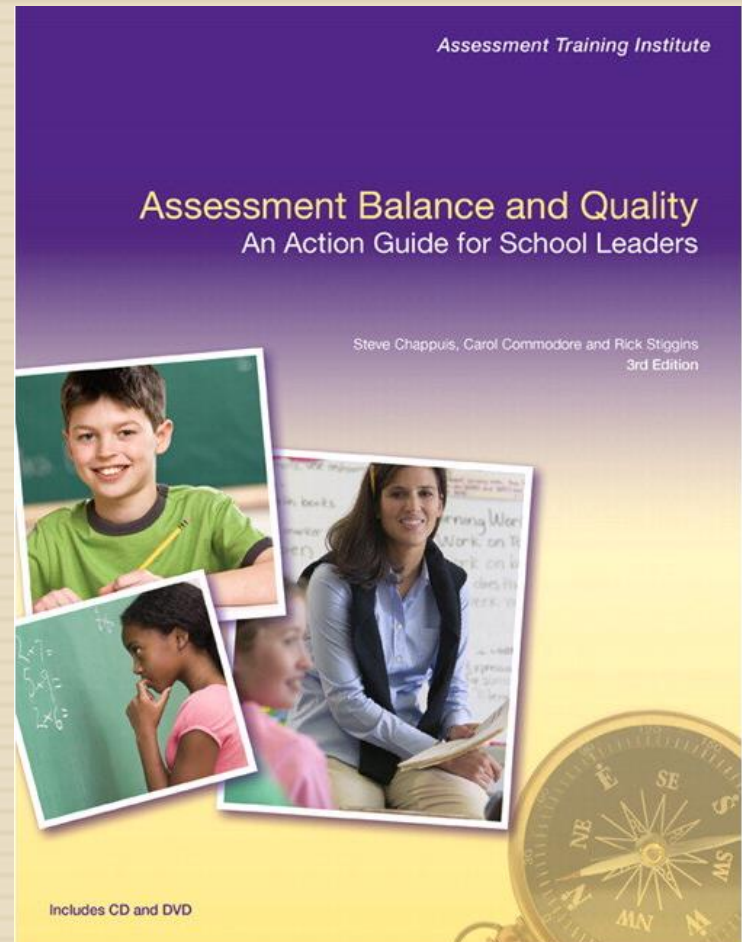
Pocatello/Chubbuck School District

Assessment Committee

- Committee make-up
 - ▣ Directors of Curriculum and Elementary and Secondary Education, principal from each level, teacher from each level
- Committee purpose
 - ▣ Gain an understanding of best assessment practices with an outcome of a district wide plan for formative and summative assessments;
 - ▣ Determine how the unit performance assessments will be used as part of the district-wide assessment plan, i.e., should they replace End of Course Assessments/Learning Target Assessments or used in addition?
 - ▣ Research what is and will be available through SBAC;
 - ▣ Incorporate Datawise capabilities into the options considered;
 - ▣ Explore what is available in Schoolnet/Discovery and Mileposts.
 - ▣ Determine the short term direction for 14-15 and long term for 15-16 and beyond
 - ▣ Determine necessary assessment literacy professional development (e.g., IFAPP)

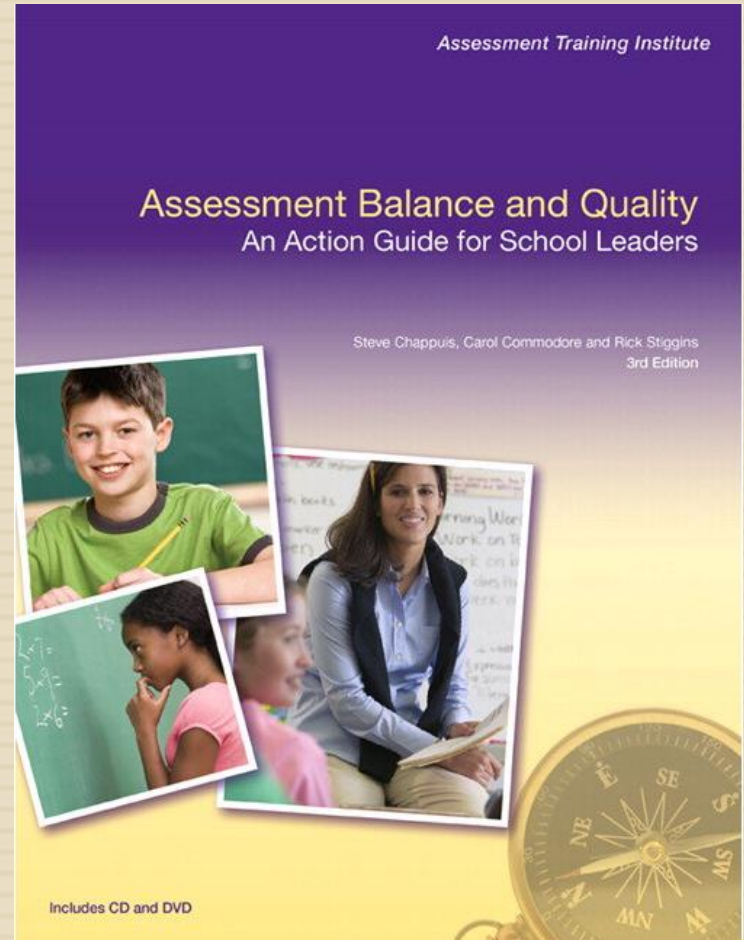
Pocatello/Chubbuck School District Assessment Committee

- SDE Sponsored
Assessment Workshop
 - Analyze conditions necessary for designing a balanced, high-quality assessment system
 - Examine seven assessment actions districts must take to make this vision a reality
 - *School/District Assessment System Self-Evaluation*



Pocatello/Chubbuck School District Assessment Committee

- 1) Balance the district's assessment system to meet the needs of all user needs.*
- 2) Refine achievement standards to reflect clear and appropriate expectations.*
- 3) Ensure assessment quality in all contexts to support good decision making*
- 4) Help learners become assessors by using assessment for learning strategies in the classroom*

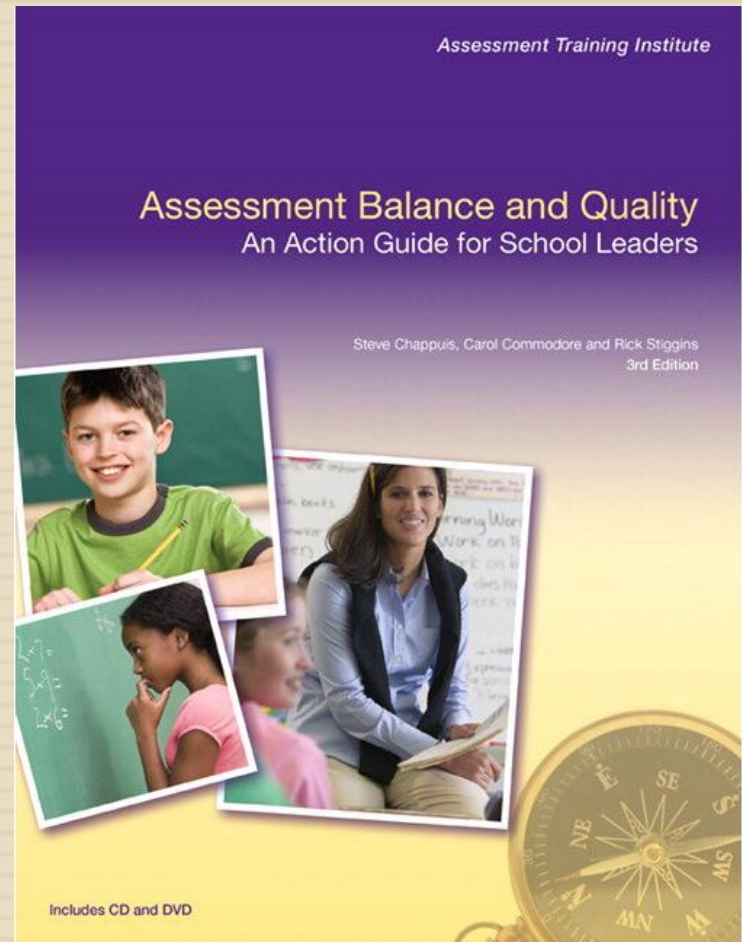


Pocatello/Chubbuck School District Assessment Committee

5) Build communication systems to support and report student learning.

6) Motivate students with learning success.

7) Provide the professional development needed to ensure a foundation of assessment literacy throughout the system.



Pocatello/Chubbuck School District Assessment Committee

Purpose:

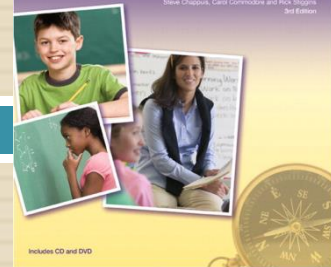
This activity is necessary in charting a path of Seven Actions that leads to your assessment vision becoming a reality. When completed, your self-evaluation will show you what parts of what Actions have been implemented and what work lies ahead of you. In effect, it helps identify priorities to be taken by your school or district, and by doing so, maps the course for achieving balance and quality.

School/District Assessment System Self-Evaluation

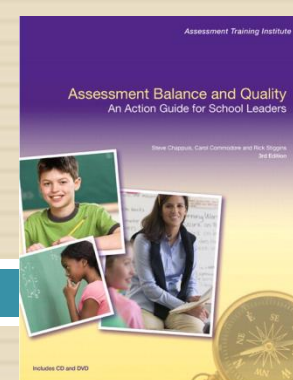
Action One: Balance the district's assessment system to meet all key user needs

Balanced assessment systems blend effective assessment use at the classroom level with interim/benchmark assessment and annual testing to serve both formative and summative purposes. This Action urges examination of current levels of balance and movement toward greater balance if needed.

5 Implemented	4	3 Progressing	2	1 Getting Started
All faculty and staff are aware of differences in assessment purpose across classroom, interim/benchmark, and annual levels, and know how to use each to support and/or verify student learning; that is, to balance formative with summative assessment. We also understand what uses can and cannot be made with each level of assessment.		There is inconsistency among staff regarding assessment purpose, and some confusion about what is formative and what is summative. We are aware of the need for balance and have begun to plan for a balanced system.		There is little understanding of differences in purpose and assessment users, or appropriate uses of results across classroom, interim/benchmark, and annual levels.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Pocatello/Chubbuck School District Assessment Committee



School/District Assessment System Self-Evaluation *(continued)*

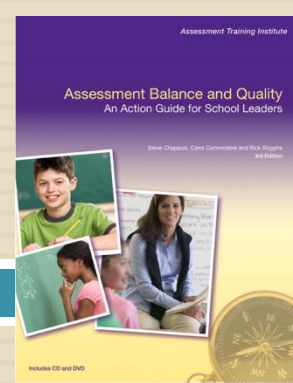
Action One *(continued)*

5 Implemented	4	3 Progressing	2	1 Getting Started
We have inventoried all assessments used in the district and have categorized them by purpose, standards/ targets measured, time of year, etc. for the purpose of understanding the balance we have in our current assessment system.		We are in the process of identifying all of the various assessments used at the district and school level for the purpose of getting a clearer understanding of what is currently in our assessment system.		We do not have a comprehensive picture of what assessments are currently being given.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding evidences or lack of evidences:

(+) The information management system (Datawise, Mileposts, IC, SchoolNet) is in place
 (-) Need to define 'form follows function' - identify the need and determine which tool will satisfy the need; involving students in the assessment process; Develop understanding of formative assessment as a process rather than an event; define for staff what is a balanced assessment system, including the term 'interim'

Pocatello/Chubbuck School District Assessment Committee



Action One: Balance the District's assessment system to meet all key user needs

Strengths:

Awareness that work needs to be done!

Datawise, Mileposts, and Infinite Campus and experience using these applications.

Needs:

Need to develop plan to deliver consistent, coherent information regarding assessment practices.

Need to involve students in the assessment process – rather than an event.

Need to provide Assessment Literacy training, inclusive of students as users of their own assessment and assessment of, for and as learning.

Pocatello/Chubbuck School District #25

District Comprehensive Assessment Strategic Plan

The Pocatello/Chubbuck School District vision statement, mission statement, belief statements and learning goals provide the foundation for the Comprehensive Assessment System along with the District Strategic Plan and Idaho Core Standards.

Assessment Vision: Advance excellence in teaching and learning using assessment strategies that yield dependable and actionable information about student achievement through a comprehensive, balanced assessment system.

Assessment Mission: The District's Comprehensive Assessment System supports effective decision making and meets all key user needs by ensuring:

- Assessment literacy throughout the system.
- Assessment quality in all contexts.
- Learners become assessors of their own learning.
- Communication systems support and report student learning.

Assessment Definitions: A balanced assessment system includes:

- **Formative Assessment:** Formative assessment is a process that provides timely, actionable information used by teachers and learners during daily instruction.
- **Curriculum-Embedded Assessment:** Curriculum-embedded assessments are those that have been deliberately incorporated in the instructional material being used by learners or in the instructional activities routinely taking place. Examples include: Quizzes, End of Chapter Tests, and Common Assessments.
- **Interim Tests:** Interim tests are typically administered periodically throughout the school year to fulfill one or more of the following functions: Provide teachers with individual student achievement data; Predict readiness for success on summative assessments; Evaluate instructional programs/strategies. Examples include Unit Performance Tasks, Learning Target Assessments, and Datawise Idaho Core-Aligned Testlets.
- **Summative Assessment:** Summative assessments provide information regarding the level of student, program, or school success at an endpoint in time. Results are used to evaluate student achievement toward grade level standards, determine program effectiveness, and meet accountability requirements. Examples include: End of Course Assessments, Idaho Reading Indicator, College Entrance Exams, Smarter Balanced Assessment.
- **Universal Screening:** Universal Screeners are administered one to two times per year to identify learners who may be at risk of not meeting grade level standards. Examples include: CORE MAZE, CORE Vocabulary, Developmental Spelling Inventory, Elementary Math Fluency Screeners, Math Navigator Screener, ICS-Aligned PLATO Test Packs (MS), and Grades/Transcripts (HS).

Pocatello/Chubbuck School District

Comprehensive Assessment Plan

- **Diagnostic Assessment:** Diagnostic assessments are evidence-gathering procedures that provide information needed by teachers to address skill deficits and to design or modify instructional interventions. Examples include: CORE Phonics, Elementary Math Fluency Diagnostic Measures, Primary Math Assessment, Math Navigator Module Pretest, ICS-Aligned PLATO Test Packs (MS), Scholastic Reading Inventory, and PSAT.
- **Progress Monitoring:** Progress monitoring probes are administered weekly or biweekly to gauge student growth toward mastery of a targeted skill. Examples include: fluency probes, QRI (SPED), program embedded checkpoints, and assignments (HS).
- **Assessment for-, as-, of- Learning:** See Appendix A

Goal #1: *Provide the professional development needed to ensure assessment literacy throughout the system. (Action Seven)*

Goal #2: *Ensure assessment quality in all contexts through the continuous improvement of district curriculum and learning goals aligned to Idaho Core Standards. (Action Two/Three)*

Goal #3: *Ensure learners become assessors by using assessment as learning strategies in the classroom and motivate students with learning success. (Action Four/Six)*

Goal #4: *Build communication systems to support and report student learning. (Action Five)*

The following resource was used to assess and develop the district's Comprehensive Assessment System:

Assessment Balance and Quality: An Action Guide for School Leaders (3rd Edition) by Chappuis, Commodore, Stiggins, 2010

Pocatello/Chubbuck School District Comprehensive Assessment Plan

Goals Objectives and Strategies:

Goal 1: *Provide the professional development needed to ensure assessment literacy throughout the system. (Action Seven)*

Objective 1.1: Build general assessment literacy through professional development

Objective 1.2: Provide discipline-specific formative assessment literacy through professional development

Objective 1.3: Utilize technology tools to enhance efficiency in the assessment process through professional development

Goal #2: *Ensure assessment quality in all contexts through the continuous improvement of district curriculum and learning goals aligned to Idaho Core Standards. (Action Two/Three)*

Objective 2.1: Create quality assessments aligned to the Idaho Core Standards using district curriculum processes

Goal #3: *Ensure learners become assessors by using assessment as learning strategies in the classroom and motivate students with learning success. (Action Four/Six)*

Objective 3.1: Engage students through the implementation of formative assessment processes in all classrooms

Goal #4: *Build communication systems to support and report student learning. (Action Five)*

Objective 4.1: Refine and standardize the elementary reporting system for parents

Objective 4.2: Use technology to communicate about student learning to all stakeholders

Pocatello/Chubbuck School District Comprehensive Assessment Plan

Goals Objectives and Strategies:

Goal 1: *Provide the professional development needed to ensure assessment literacy throughout the system. (Action Seven)*

Objective 1.1: Build general assessment literacy through professional development

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
1.1.1	Identify best assessment practices: formative, interim, curriculum-based, summative assessment	Implement 2014-2015; ongoing	Instructional Directors	3-16-15: In process: rolled out assessment plan with K-12 administrators. The District Assessment Committee met and made recommendations regarding the use of the SBAC Interim Assessments.
1.1.2	Provide professional development in formative assessment processes via Idaho Formative Assessment Project	2013-2015 2014-2016	Kathy Luras	Getting started Cohort 1 2013-2014: Indian Hills, Jefferson, Alameda Cohort 2 2014-2015: Greenacres, Washington, Franklin, Hawthorne, Irving, Pocatello High School 3-16-15: Completed Cohort I IFAPP training; Cohort II completed modules I-IV.
1.1.3	Determine a vehicle for assessment literacy professional development, i.e., develop a course, Assessment Learning Teams, or differentiate based on need. Professional development reflective of assessment as a motivational power-consistency throughout the system; rates may vary.	2015-2016	Assessment Committee	Not started
1.1.4	Reflect assessment literacy through school improvement planning; identify plan to advance assessment literacy within the classroom	2015-2016	Instructional Directors, Principals	Not started

Objective 1.2: Provide discipline-specific formative assessment literacy through professional development

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
1.2.1	Provide professional development to deepen content knowledge of K-12 mathematics teachers	2014-2015	Kathy Luras, Instructional Directors	In process 3-16-15: Trained all K-2 teachers in place

Pocatello/Chubbuck School District Comprehensive Assessment Plan

Figure 3.1 Traditional Assessment Pyramid

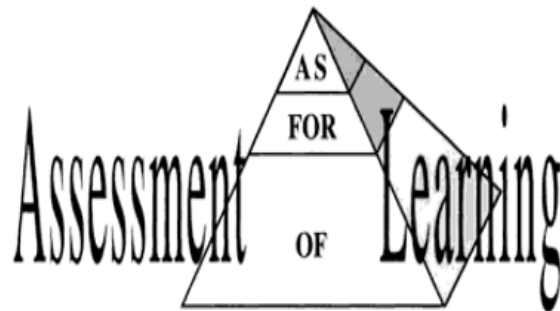
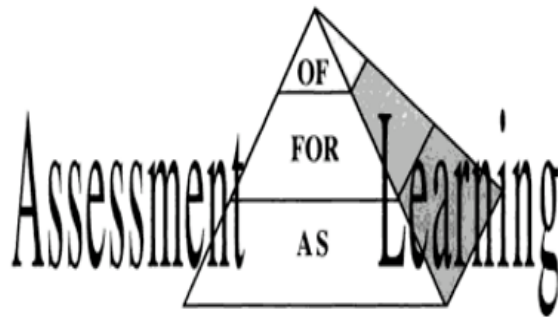


Figure 3.2 Reconfigured Assessment Pyramid



<http://etec.cltl.ubc.ca/510wiki/File:Picture 4.png>

<http://etec.cltl.ubc.ca/510wiki/images/6/66/Assessment As Learning.png>

Appendix A: Assessment for-, as-, of- Learning:

	Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	assessment <i>of</i> Learning
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible	a range of methods in different modes that elicit students' learning and metacognitive processes	a range of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> accuracy and consistency of observations and interpretations of student learning clear, detailed learning expectations accurate, detailed notes for descriptive feedback to each student 	<ul style="list-style-type: none"> accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment engagement of the student in considering and challenging his or her thinking students record their own learning 	<ul style="list-style-type: none"> accuracy, consistency, and fairness of judgements based on high-quality information clear, detailed learning expectations fair and accurate summative reporting
Using the Information	<ul style="list-style-type: none"> provide each student with accurate descriptive feedback to further his or her learning differentiate instruction by continually checking where each student is in relation to the curricular outcomes provide parents or guardians with descriptive feedback about student learning and ideas for support 	<ul style="list-style-type: none"> provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits have each student focus on the task and his or her learning (not on getting the right answer) provide each student with ideas for adjusting, rethinking, and articulating his or her learning provide the conditions for the teacher and student to discuss alternatives students report about their learning 	<ul style="list-style-type: none"> indicate each student's level of learning provide the foundation for discussions on placement or promotion report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning

Pocatello/Chubbuck School District Comprehensive Assessment Plan

- Idaho Formative Assessment Program Project:
 - ▣ January 2014: Commence Cohort I
 - Indian Hills, Jefferson, Alameda
 - ▣ September 2014: Finish Cohort I; Commence Cohort II
 - Greenacres, Washington, Franklin, Hawthorne, Irving, Pocatello High School
 - ▣ 2015-16: Finish Cohort II; Commence Cohort III
 - Gate City, AMS, IMS, NH

Questions



As far as Formative Assessment....

Cohorts 1 and 2 Data

Component	Effect Size
Learning Goals	.30
Success Criteria	.40
Formative Assessment strategy	.42
Use of evidence	.46
Responsive Action	.52
Self-Assessment	.67
Peer Assessment	.54
Classroom Climate	.21



Next time: November 5th... Time TBD

Review and discuss initial sections of district assessment plans
Need volunteers!

Deeper dive into the Digital Library for Formative Assessment
Interim Assessments
Summative assessment data use

As far as Formative Assessment....

Leadership Webinar – Margaret Heritage and Nancy Gerzon

<https://wested.webex.com/wested/lr.php?RCID=2fc2bdcd404d4180a2d3527973c7b5a2>





Access the archive of today's
webinar at

<http://www.sde.idaho.gov/site/assessment/ISAT/PD.htm>

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